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ABSTRACT

In order to improve its institutional research, Vancouver Community College (VCC) conducted a survey of faculty and administrative personnel to determine the data that were of greatest value in decision-making and planning and the areas in which existing data collection and analysis efforts needed improvement. The questionnaire asked respondents to rate the importance of information related to 23 administrative issues and the effectiveness of present efforts to obtain this information. Selected survey findings indicated that those areas considered to be of greatest importance and to require most improvement included facility planning and space utilization, enrollment forecasting, student attrition, public relations, and student counseling services. In narrative responses, participants also indicated that there was a need for improvement in graduate follow-up, operating and capital budget preparation, and job market analysis. Most respondents felt that long-range planning needed more improvement than short-term planning. Other items on the questionnaire were registration, student statistics, assessments, report of expenditures, equipment inventory, classroom scheduling, vacation reporting, employee recruiting and training, staff evaluation, and availability of resource personnel. The survey report includes a literature review, a dictionary of instructional program and student data elements, and the questionnaire. (JP)

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ED187351

VANCOUVER COMMUNITY COLLEGE

INSTITUTIONAL RESEARCH TASK FORCE

REPORT

APRIL 1979

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VANCOUVER COMMUNITY COLLEGE

INSTITUTIONAL RESEARCH TASK FORCE

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INSTITUTIONAL TASK FORCE

REPORT

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A. RECOMMENDATIONS

- The establihsment of an Institutional Analysis and Planning Office (IAPO) to be responsible for:
  a) Institutional Research,
  b) Market Research,
  c) Coordination and distribution of College Statistical Reports, and
  d) Coordination of College Planning.
- The establishment of a V.C.C. data element dictionary to be developed and maintained by V.C.C. IAPO.
- The establishment of a system whereby all College Reports and Analysis can be made available to everyone. Such reports should be maintained by the IAPO.
- The establishment of a well documented and widely distributed system of plans and planning procedures.
- The establishment of an Institutional Research Coordinator, to be attached to IAPO, whose function would be to conduct or coordinate analysis of an I.R. nature.
- The establishment of a policy for the secondment of staff to assist in Institutional Research, when such staff has particular knowledge about the study in question. Funds should be made available for the substitution of such secondments.

- The establishment of a broadly based planning committee to advise on Institutional Research and Planning projects and priorities.
- The establishment of staff at the Campuses/Centre to support the Central Office of Institutional Planning.

B. SUMMARY OF FINDINGS

The task force interpreted that there appears to be:

- no structured planning process;
- no perceived involvement in the planning process by College administrators from the Coordinator level up;
- inadequate distribution and coordination of college reports and statistics;
- inadequate distribution and analysis of external reports;
- inadequate coordination of college systems between campuses;
- lack of knowledge about the community, re Market Research;
- inadequate forecasting capability;
- lack of coordination with other Colleges and Institutes re Job Market Analysis;
- inadequate public relations and advertising;
- need for expansion of computer assisted registration in most areas;
- need for simplification of student data element collection;
- need for some extension and coordination of pre-testing/ assessment systems;

- need for a mechanism to sample and analyze graduate post college history;
- need for a mechanism to sample and analyze withdrawals and attrition;
- need to define clearly procedures for operating and capital budget allocations; and
- need for more timely and informative reports of expenditures.

C. INTRODUCTION

1. A planning process for V.C.C.

A document entitled "A Planning Process for Vancouver Community College", (Appendix I) written by the V.C.C. Principal, A.S. Manera on May 29, 1978, details a system which will lead to the development of goals and objectives for Vancouver Community College. One of the first steps in this process is to collect information related to the work of the College. In order to accomplish this, three task forces were established: Institutional Research Task Force; Market Research Task Force; and Evaluation Task Force. The target date for the completion of the work of each Task Force was to be December 31, 1978.

Interdependency between the task forces was quickly recognized; and as a result there was a meeting of the Institutional Research Task Force, presided over by A.S. Manera, to resolve this problem. It was agreed that because of this interdependency it would be essential to remove the original time constraint and further re-define the goals and objectives of the Institutional Research Task Force.

After the September 21 meeting the objectives of the Institutional Research Task Force were:

- To examine to what extent the quality of decision making at V.C.C. could be improved by adding an Institutional Research Capability to Vancouver Community College.
- To review the data requirements essential for reporting and planning purposes with particular emphasis given to student data.
- To review the procedures for the collection of data necessary for effective planning.
- To review the procedures for the maintenance of the collected data.
- To review the procedure for the dissemination of data for purposes of analysis and planning.

Because of time limitations and because of the dynamic nature of the College, emphasis was given to establishing a model for the ongoing collection, maintenance and analysis of data elements and procedures.

2. Institutional Research

2.1 Literature Review

Institutional Research (to be referred to henceforth as I.R.) has been defined by several writers, but one definition that covers the range of most of the others is:

> "one can define institutional research as data collection, processing, analysis and interpretation designed to support institutional decision making and improving the understanding, planning and operation of an institution of higher education."[1]

It has been pointed out by several writers that the function of I.R. is not new, but the "institutionalization of institutional research has occurred more recently".[2] The reported reasons for the recent growth of I.R. departments vary from providing an organizational audit capability to one of a management science nature.

When educational institutions question what I.R. can do for them they are really questioning what the institutionalization of I.R. can do. Most functions of I.R. are already being carried out by an operating institution. "It is even possible that through new statements of responsibilities the portions of the function (I.R.) viewed as essential can be carried out in exisitng organizational units".[2] Although the number of I.R. offices has grown in recent years, "at a small number of institutions, institutional research offices have been phased out or absorbed into other departments".[1]

One way of defining I.R., and of determining its potential, is to examine the functions of existing I.R. departments. One writer suggests however, that assigning functions and tasks to an institutional research agency is futile, because "a task-oriented agency models its attitudes in conformity with dominant biases and vested interests of the institutions".[3] Nevertheless, if one is to understand the potential of I.R. and to distinguish it from other activities at an institution some examination of its characteristics and functions should be conducted. One way is to survey I.R. offices and see about what they are working. This has been done on many occasions. On one recent study by Gilles Nadeau[1], in 1974, found that the following

recently completed and planned studies were mentioned most often.

a) General category:

i) Research on institutional goals and objectives.

ii) Long range planning efforts.

b) Administration category:

i) Facilities analysis.

ii) Cost and financing studies.

iii) Data processing and Management Information Systems (M.I.S.).

c) Student Studies:

i) Enrolment forecasting.

d) Faculty and Staff:

i) Work load analysis.

An interpretation of several studies suggests that "the most significant future role of institutional research will not be in the development of data bases, but rather in providing meaning to the highlights, trends, and interrelations within the institution's data in support of those who must make the decisions which will shape the institution's future".[1]

Though all of these earlier studies are of interest in setting the stage, the question facing this task force was "what can Institutional Research do for Vancouver Community College?"

2.2 Survey of I.R. at Other Colleges and Institutes

At B.C.I.T., a Planning and Institutional Analysis department has been in operation for a year. The Director, Mr. Gil Johnson,

reports directly to the Principal. He has one staff assistant. The responsibilities of the department are:

a) to conduct studies of a nature that will reduce the uncertainties of future events.

b) to coordinate and articulate plans submitted by College departments.

c) to coordinate facilities, requests, utilizations and plans.

d) to coordinate statistical reports and analyses, such as the Halloween Report.

Currently Mr. Johnson is developing a data element dictionary for B.C.I.T. Eventually this will be passed over to a Data Base Administrator, perhaps in the Systems Department. He is also developing plans for the implementation of an Institution-wide M.I.S.

He indicated that Institutional Research and Planning go together well, as the former provides material to assist planning.

He suggested that historically the types of projects that I.R. departments get involved in are:

- Market Research;
- Developing Institutional Standards;
- Follow-up and attrition studies.

At Douglas College there are two staff members who report directly to the Principal. The first is involved in institutional self study, and will soon be involved in Institutional Research, and

the development of an M.I.S. The second position is involved with planning, in particular, facilities planning. There is no plan for these two functions to combine as they have at B.C.I.T. Instead the two positions will probably become more institutionalized, with clearer job descriptions and titles. One of the areas for which that I.R. department will probably become responsible, is the submission of statistical reports, e.g. the Halloween Report.

At Capilano College, Mr. Alan Smith is the Planner. He also has responsibility for some I.R. functions such as space analysis and allocation, unit cost analysis, space inventory analysis, enrolment projections, analysis of budget allocation and preparation, and coordination and submission of all College Statistical Reports. He sees himself as a resource to the decision making of the Executive group, of which he is a member. Although he can envisage a multitude of I.R. projects at Capilano College, he spends most of his time working on planning projects, because they have been given a higher priority. As the Planner, he reports to the Principal of the College, and the Registrar/System Analyst reports to him. He would like to have a statistical analyst on his staff to assist in the I.R. projects.

3. Data Element Requirements, A Review

In addition to studying the potential of an Institutional Research capability at V.C.C., other objectives of the Task Force were to review the data requirements and the mechanisms for collecting, maintaining and reporting these data elements to the College. The

elements of particular concern were those relating to planning and students.

The belief that a comprehensive organizational 'data base' will assist the planning process is a common one.[7,8] One of the problems, however, faced by individuals in need of data, is not that there is not data to be had, but rather there is no way of knowing where it is, what format it is in, and how to get it. This problem is also common in some computing centres where rapid development has left them with many uncoordinated data files, containing redundant data elements and multiple format for the same data element. Recently there has been a trend in data processing departments to coordinate all data definitions under one position, such as a Data Base Administrator or Data Manager. The data elements are usually described in a central data base dictionary. This concept has grown beyond the 'computerized' data elements, to what can be described as "an educational data element dictionary (EDED), ... or data elements of information, or data elements, which are collected and stored in an education agency's files."[9]

Knowing where the data resides, and even knowing how to bring the data together into meaningful information is a good first step. However it often is too voluminous and too vague a pool of information to be of much use in an emergency or in planning.[4,5] As a consequence planners and I.R. coordinators are needed to relate historical data and trends to future scenarios. A data

element dictionary, a data base manager, a comprehensive Educational M.I.S. become necessary, but not sufficient, conditions for effective planning.

4. Procedures Followed by I.R. Task Force

With the objectives as formulated, a literature search was carried out to help the Task Force understand what I.R. meant and what has been done in the name of I.R.

A questionnaire was developed and sent to all levels of the College which might be assisted by an I.R. capability. The purpose of the questionnaire was to determine which data elements or reports could be of assistance in decision making and planning in the College. Also it was hoped that critiques of existing systems would provide the Task Force with a capability of determining problem areas. Questionnaire respondents were asked what they envisaged the College would look like in five years time.[6] Given the answers to this question, it was hoped that a measure of the dynamic nature of College areas could be gained. For example: should some systems be developed in a flexible way because of potential changes? The questionnaire was tested and refined during several pilot studies in order to establish validity.

Faculty were included in one pilot study. However their problems were so different from those of administrators that it was decided to concentrate only on those college positions which were involved in financial planning. That is not to say that the faculty concerns were the lesser, simply they were different.

The early drafts of the questionnaires concentrated on asking for those data elements which were required to assist in planning. Unfortunately there were no responses to this question in the trial runs, and the question was deleted. It was decided that the data elements would have to be determined indirectly or at a later date, after determining which reports or systems could be of assistance to the College.

Another question asked for a listing of additional reports which could assist the respondent in decision making. Although there were some good suggestions in the pilot studies, a large number of people did not bother to respond, suggesting that this, as in the case of the data elements, should be determined indirectly from the respondents' critique of College issues.

The question which was answered most enthusiastically was the one which requested a critique of existing systems or issues. By placing this question at the beginning of the questionnaire it was anticipated that the respondent might have several ideas about new reports he/she would find useful.

The questionnaires were delivered to each campus and were completed by persons from Coordinator to Principal level.

Subsequent to the return of the questionnaire both numeric and narrative results were analyzed. From the critiques in the questionnaires it was possible to infer the need for several procedural changes or new reports.

D. INSTITUTIONAL RESEARCH TASK FORCE QUESTIONNAIRE RESULTS

1. Numeric Results

The numeric results of the questionnaire are shown in the following table and figures, and Appendix II

2. Narrative Results

The narrative results of the questionnaire are to be found in Appendix III

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RE: "EXIST" AND "IMPORT" ON TABLE 1

(REFER TO APPENDIX 4, PAGE 151)

"EXIST" = EXISTING SITUATION

"IMPORT" = IMPORTANCE

TABLE 1

Vancouver Community College

INSTITUTIONAL RESEARCH TASK FORCE

Median of Responses

Underscored figures 0.00 indicate the 10 most significant issues in each column

QUESTION / CENTRE (No. of Respondents)	VCC Total (66)		VVI (17)		Langara (22)		KEC (15)	
	*Exist.	**Import.	Exist.	Import.	Exist.	Import.	Exist.	Import.
1. Enrolment Forecasting	1.70	1.58	2.00	1.70	1.58	1.42	1.50	1.56
2. Counselling	1.97	1.70	1.96	1.80	1.95	1.55	2.10	1.70
3. Registration	2.37	2.11	2.71	2.00	2.55	2.22	2.11	2.0
4. Student Statistics	2.14	1.94	2.00	2.06	2.19	1.96	2.30	1.77
5. Assessments	1.92	1.91	1.11	1.23	2.14	2.05	2.57	2.15
6. Withdrawal Studies	1.77	1.60	1.58	1.50	2.00	1.85	1.36	1.14
7. Graduate Followup	1.73	2.00	1.64	1.95	1.94	2.14	1.60	1.83
8. Report of Expenditures	2.42	2.02	2.43	2.00	2.19	1.87	2.50	2.36
9. Equipment Inventory	2.16	2.43	2.07	2.25	2.32	2.41	2.50	2.37
10. Operating Budget Preparation	2.14	1.87	1.91	1.58	2.57	2.00	2.10	1.87
11. Capital Budget Preparation	2.22	1.95	2.18	1.87	2.13	1.96	2.20	1.80
12. Classroom Utilization	2.31	1.91	2.07	1.75	2.90	2.00	1.86	1.80
13. Classroom Scheduling	2.26	2.02	2.14	1.58	2.70	2.07	2.21	2.40
14. Space Forecasting	1.92	1.72	1.87	1.28	2.10	1.87	2.10	2.10
15. Space Inventory	2.12	1.84	1.86	1.50	3.08	2.37	1.80	1.75
16. Facilities, other	1.16	1.12	1.25	1.18	1.19	1.05	1.00	1.06
17. Vacation Reporting	2.95	2.70	2.50	2.00	3.40	3.08	2.87	2.79
18. Employee Recruiting	2.53	2.26	2.20	1.90	2.90	2.50	2.70	2.60
19. Employee Training	2.00	2.06	1.44	1.69	2.56	2.50	1.94	2.12
20. Staff Evaluation	2.15	2.05	1.70	1.70	2.60	2.30	2.14	2.00
21. Resource personnel available	2.24	2.22	2.25	2.17	2.29	2.57	2.11	2.05
22. Job Market Analysis	1.92	1.80	1.63	1.44	2.50	2.14	1.25	1.50
23. P.R. & Advertising	1.74	1.67	1.83	1.75	1.79	1.85	1.75	1.62

* Range of Responses = 1 - 4; 1 = Major improvement needed; 4 = No improvement needed

** Range of Responses = 1 - 4; 1 = Highest Priority; 4 = No Priority

Figure 1 Langara Respondents Grading Of Systems At The College

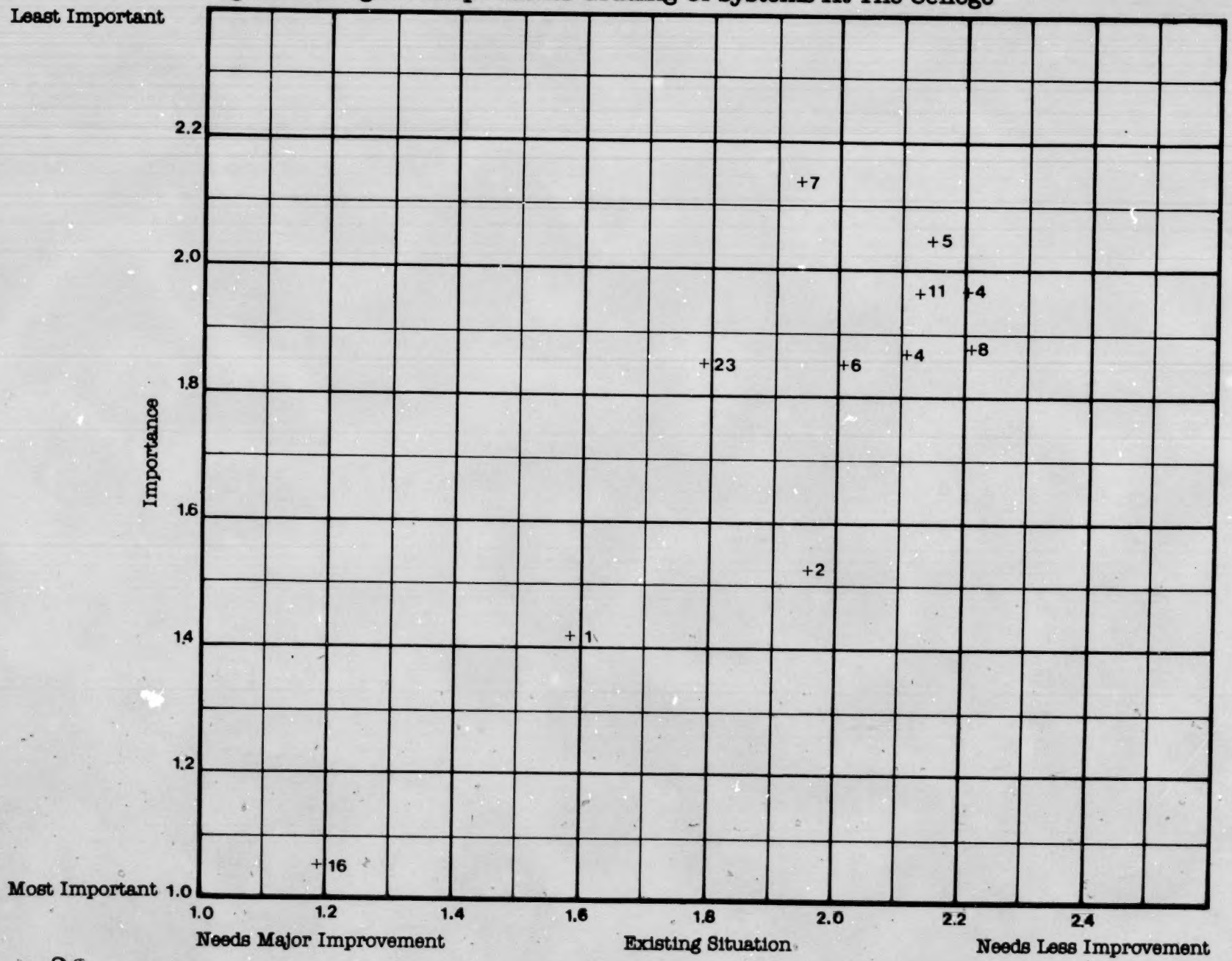


Figure 2 KEC Respondents Grading Of Systems At The College

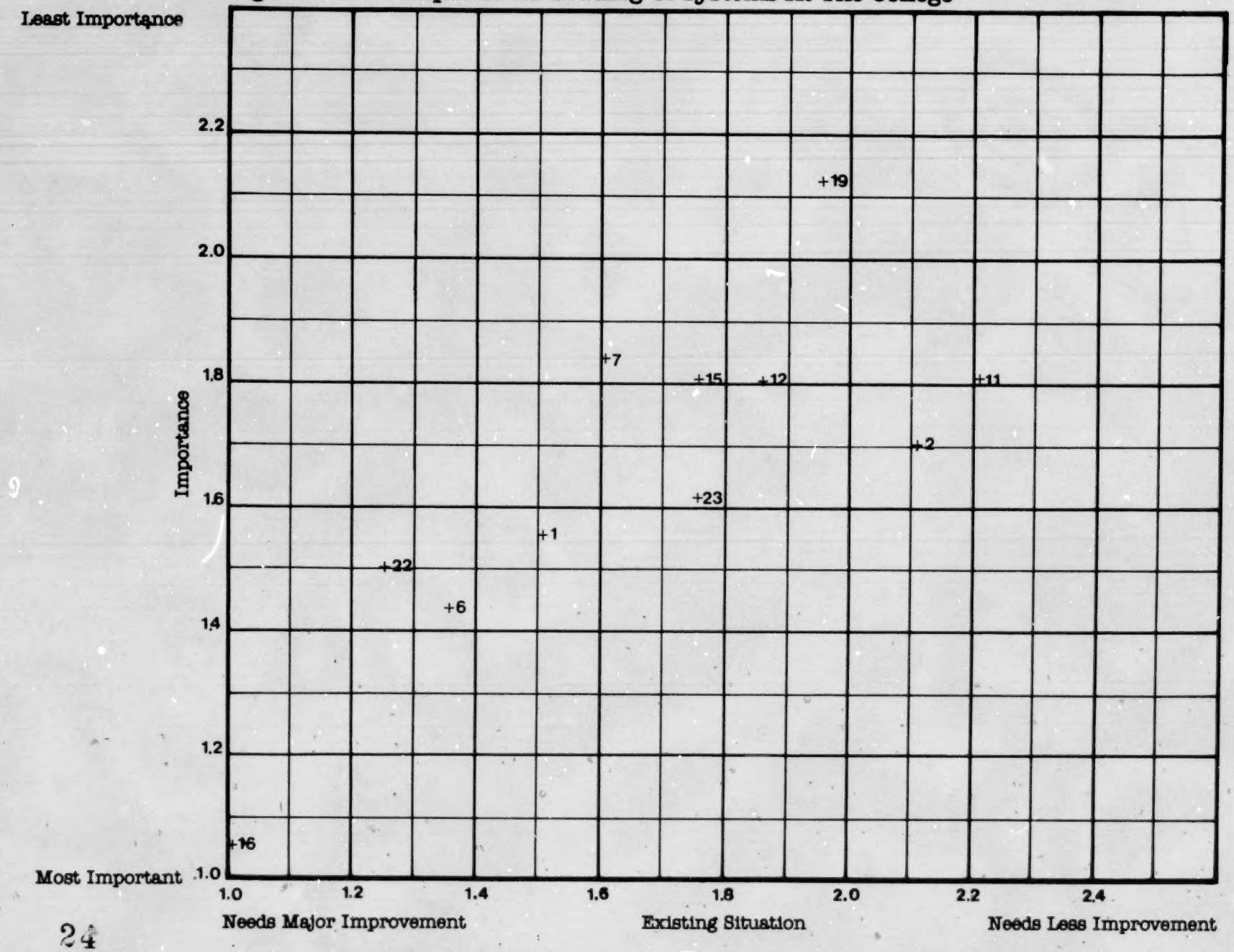


Figure 3 VVI Respondents Grading Of Systems At The College

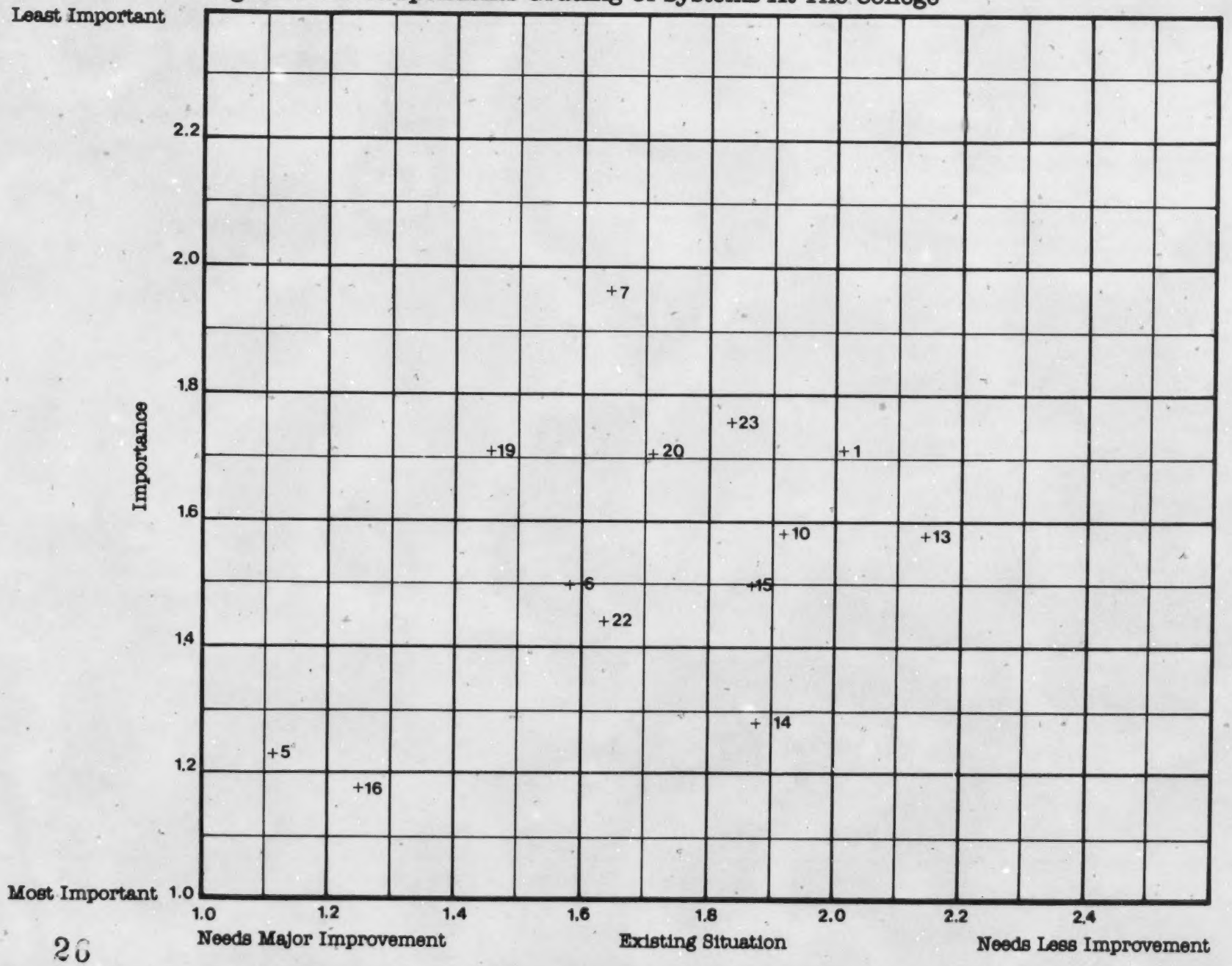
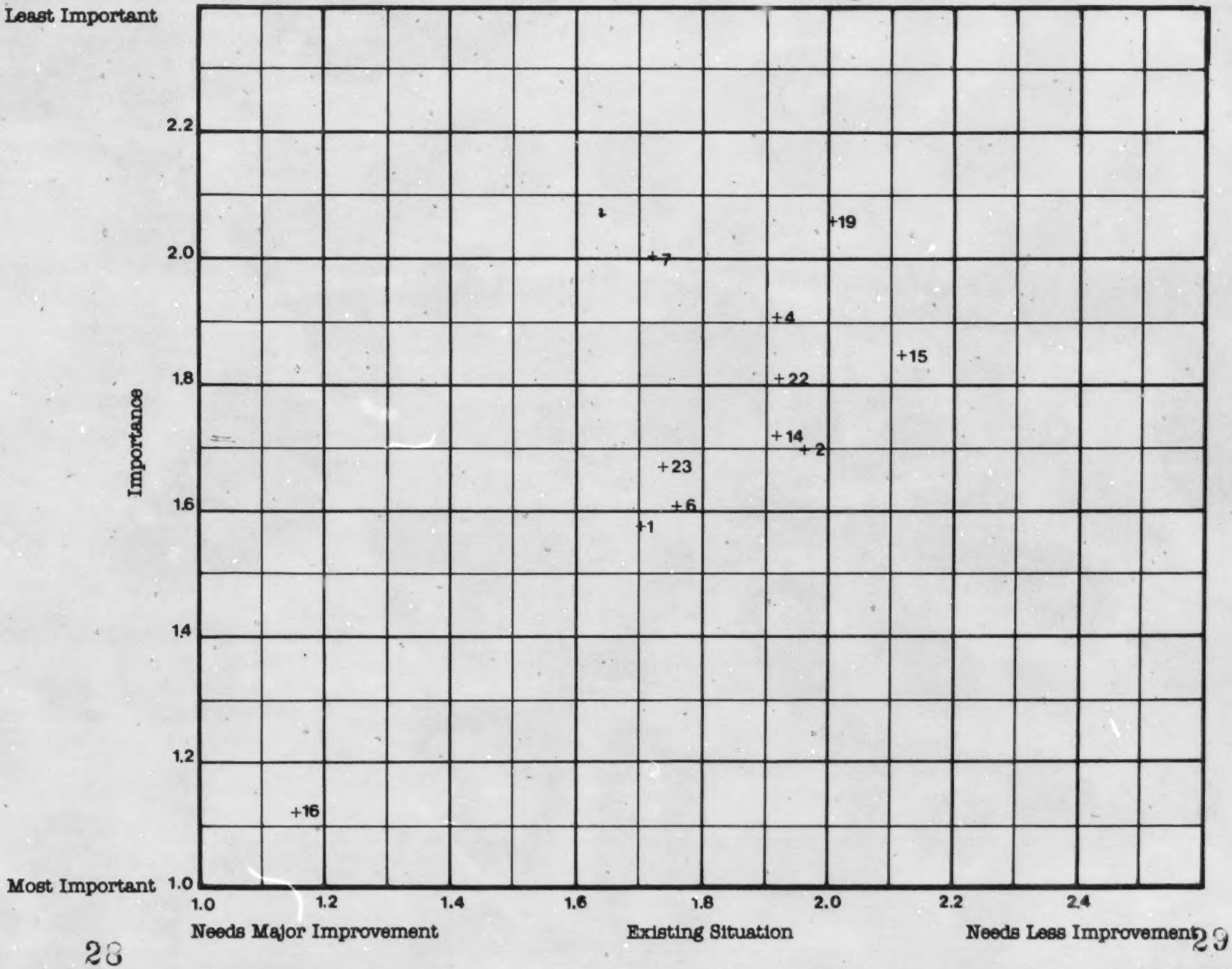


Figure 4 Respondents Grading Of Systems At The College



E. DISCUSSION OF THE RESULTS OF THE INSTITUTIONAL RESEARCH SURVEY

1. Discussion of Numeric Responses

Respondents were asked to give numerical gradings to certain issues, for example: Student registration procedures, space needs, Counselling .... They were asked to rate issues in two ways, the first allowed them to assess the present situation regarding the issues mentioned above, and the second allowed them to categorize these issues by the respondents view of their importance.

Median values were calculated on each issue for both responses. These medians were then plotted on a graph. Issues which fell into that quadrant of the graph indicating greatest importance and requiring most improvement were considered those areas with the greatest need for further analysis and review.

The results have been broken down by the three campuses as follows:

- LANGARA

a) need for more space

b) enrolment forecasting

c) counselling

d) P.R. and advertising

e) withdrawal studies

f) space forecasting

g) report of expenditures

The need for more space showed up as the greatest concern at each campus. This is totally predictable.

Of the other concerns, an Institutional Research capability would be of assistance in enrolment forecasting, withdrawal studies, space forecasting and report of expenditures.

- KING EDWARD CAMPUS

  a) need for more space

  b) withdrawal studies

  c) job market analysis

  d) enrolment forecasting

  e) Public Relations and advertising

  f) graduate follow-up

  g) space inventory system

Apart from the need for more space and P.R. and advertising, all of these concerns are historically the function of Institutional Research.

- VANCOUVER VOCATIONAL INSTITUTE

  a) assessments and pretesting

  b) need for more space

  c) withdrawal studies

  d) job market analysis

  e) space forecasting

The last three are typically Institutional Research areas for involvement.

-COLLEGE OVERALL RESPONSES

a) need for more space

b) enrolment forecasting

c) withdrawal studies

d) public relations and advertising

e) space forecasting

f) counselling

2. Discussion of the Narrative Responses

The narrative responses (Appendix III) indicated a need for the College policies and procedures. Such clarification, it would appear, would quickly ameliorate many of the respondents concerns:

e.g. - What is the role of the counsellor, e.g. personal counselling, career, program ...;

- How does one get students statistics;
- What actually does the Report of Expenditures include;
- How is the operating (or capital) budget produced and why is it done this way;
- How does one obtain information on the job market from the various government agencies;
- How are the College Plans produced, are my interests included; and
- What goes on in the College Board meetings and at C.E.C.;

There may be a need for some centralized body to coordinate statistical reports and College policies and procedures, and to disseminate this information to interested parties.

The respondents expressed a need for better Public Relations (P.R.). Just as there should be a better mechanism for providing information internally, so should there be one for providing information externally.

More and better information is needed in the area of enrolment forecasting. Many of the existing forecasts, e.g. B.C. Forecasting Commission, were considered by the respondents to be invalid, and yet most people felt that this area was of utmost importance in the development of the College. It appears that it is too important an area to leave to outside agencies.

An area that is very difficult to quantify, and yet is of great concern to many, is that fromwhence students come and were and why they are going: e.g. areas of attrition analysis and graduate follow-up. The people best equipped to study these problems are the people on the front line; the instructors and the counsellors. Unfortunately they do not have the time; but they could be seconded to a development project to study a problem or they could be given information upon which they can make judgements in their areas of concern, with less effort than is now needed. Any hopes that a centralized body could make judgements on these issues without detailed knowledge of the students'

attitudes and environment would be futile. A centralized coordinator might be useful in bringing together those closely related to such issues in order to help design a system which may provide information to assist individual judgements.

In the area of Registration Procedures and Student Records there already exist mechanism for monitoring and improving procedures. The existing systems, however, may have to become more flexible to support a variety of different ways of providing instruction. Future student records systems may have to accommodate various registrations and start-stop conditions, from fixed term to continuous intake and exit. The best student records system is one that, among others, provides the least number of constraints and obstacles to the instructional process. Given that the broad range in which courses are now offered, perhaps the best method would be one that is able to support all of the existing offerings at V.C.C. concurrently. It was stated that some programs at V.V.I. might in the future run on a semester basis as at Langara. Similarly there was concern at Langara that some courses should be offered in more condensed and flexible ways.

There was considerable interest in expanding the college capability for pretesing and assessment. Support in this area might include a computerized optical scanning device for reading the test results. Additional data elements recording the assessment scores should be stored on the student's record, for provision to the instructor

at the beginning of classes, to facilitate a correlation of the test scores with later measures of achievement. Probably it is not necessary to set up a new organizational structure to accomplish this; rather some new procedures, resources and computer assistance are required. As this is to be an ongoing system, an institutional research member might only be of assistance during start-up or validation studies.

There is much that could be accomplished in the area of graduate follow-up; however, it might be difficult and expensive. In cooperation with the program coordinators the best techniques could be developed analyzed and instituted. There is probably no single "best" technique for follow-up on all graduates. Such techniques will vary with the types of graduates and the purpose of the follow-up.

Earlier studies have shown that it is very difficult to quantify the real reasons for a student leaving a college. There are reasons specific to the student, instructor, program and college, resulting in a tangle of interrelated and dependent variables. Perhaps this enables those closest to the student to come to intuitive conclusions, but makes it impossible to come to meaningful aggregate quantification. It seems reasonable to believe that this problem can be resolved only by the individuals most closely involved with the student, perhaps in cooperation with a college coordinator with I.R. capability.

One of the areas where I.R. capability could be of immediate assistance is in cross function analysis: i.e. those issues which

cross traditional organizational lines. For example, several people suggested that the Reports of Expenditures would be of greater assistance if they provided better year end forecasts. Unfortunately solving this problem is not as simple as developing a forecasting rule which uses historical data to project trends and cycles a few months into the future. The historical data are based on historical policies. These could in the future be quite invalid. If a forecasting system is to work, it must move out of the accounting area and pick up relevant data from other areas such as student records, course offering plans, faculty workload and commitment systems. It is in these areas of cross discipline studies that a College I.R. function could most effectively assist decision making at V.C.C.

In the area of budget preparation, concern was leveled at the 'mystery' of the process and the eventual allocation system. This could be simplified by better documented procedures and policies. Another more fundamental concern was that there seemed to be no College plan which could be related to the budget. There was consensus that there should be a more structured planning process.

With regard to the question on job market analysis two concerns were apparent: 1) outside agencies' forecasts needed interpretation and "massaging" and 2) analyses should be done in conjunction with other educational institutions in order to avoid flooding the labour market with trained graduates.

The responses to the section of the qeustionnaire which asked for new reports were good and will prove useful in time. Most of the reports requested, however, are of an ongoing nature and would probably become operational systems. The involvement of I.R. personnel could occur at the beginning of a project, and later to monitor the reliability and validity of some of the results. But the development and operations of most of the necessary systems should be done with the existing mechanisms of systems staff and users.

The inquiry for opinions regarding the existing planning and analysis capability brought unanimous response. V.C.C. needs a structured and open planning process. This is probably of greater importance at this time than the need for an institutional research capability. Capilano College, B.C.I.T. and Douglas College have each developed their planning offices before their I.R. capability, suggesting that planning should come first and then I.R. should follow complementing the planning.

The scenarios provided for five years hence suggest that, whether data are collected, and whatever procedures are developed, they must be carried out in such ways that do not constrain the operation of the College. New systems must be flexible and able to evolve so as to support the growth of the College.

F. EVALUATION TASK FORCE QUESTIONNAIRE RESULTS AS THEY PERTAIN TO INSTITUTIONAL RESEARCH

On issues concerning planning, the Evaluation Task Force results are relevant to the goals of the Institutional Research Task Force.

Both administrators and faculty were asked to complete questionnaires for the Evaluation Task Force. They were asked to grade issues on a numerical scale as follows:

1) no improvement needed;
2) very little improvement needed;
3) some improvement needed;
4) major improvement needed;
5) don't know; and
6) not applicable.

The following % indicated that major improvement was needed in the areas listed:

"Planning is effective in terms of short term plans"

19% - administrators

18% - faculty.

"Planning is effective in terms of long range plans"

51% - administrators

33% - faculty.

The Chi-square test for statistical significance was done between the above two issues and all other issues on the questionnaire. The chi-square indicates whether or not there is a correlation between the variables. It does not indicate the strength of the

correlation. To do this, the contingency coefficient was calculated. When the sample size is large, and there are five or more responses to each issue, the contingency coefficient approximates the Pearson product moment correlation.

One might expect there to be a strong correlation between all variables because there is such a narrow range of response values. This was apparent in the analysis, nevertheless there was a broad range of contingency coefficients.

Excluding the responses 'don't know' and 'not applicable', the contingency coefficient between the short term and long term planning issues was .6178 for the administrators' questionnaire.

Although fairly high, it was lower than the contingency coefficients calculated between the short term planning issue and 23 other issues, and between the long term planning issue and 50 other issues. There were 184 issues on the questionnaire.

The faculty responses showed the short term and long term planning issues to be more strongly correlated than the correlation of either issue with all other issues. The coefficient was .6706.

Although these statistics are not very meaningful because of the small range of responses, it is obvious, even without the contingency coefficients, that the majority of respondents believed that long term planning effectiveness needed major improvement. In fact 83% of administrators and 54% of faculty responded that some or major improvement was needed. The emphasis on improvement was considerably greater for long term than for short term planning effectiveness.

Looking at issues upon which planning was based, the percentage of administrators and faculty responding that some or major improvement to issues was needed was as follows:

- Administrators

  62% goals of the college;

  62% followup studies of graduates and early leaving students;

  40% evaluation of previous plans.

- Faculty

  37% recommendations from departments within college;

  36% followup studies of graduates and early leaving students;

  34% needs of the labor market.

In summary, the responses to the Evaluation Task Force questionnaire were similar to those of the I.R. Task Force questionnaire. Major improvement is needed in the planning process and in areas that complement planning and which could be classified as Institutional Research functions, i.e. followup studies and analysis of the labour market. Also, more participation in the planning process by College departments is required.

G. CONCLUSIONS

From the responses of the Institutional Research Questionnaire, it can be concluded that the quality of decision-making in several areas of the college operation could benefit with the addition of an Institutional Research capability. Long-term planning and those processes which support it, and cross-organizational boundary analysis appear to stand out with particular emphasis. These areas are:

- Enrolment forecasting
- Facilities forecasting based upon planned instructional offerings
- Expenditure forecasting based upon planned instructional offerings
- Graduate and early-leaver follow-up
- Job market analysis
- Longitudinal studies of students

To support such analysis it will be essential that the College develop improved methods of defining, collecting, maintaining, and analysing data elements. Functions, such as those mentioned above, should be handled by a central unit with a coordinating capacity. To assist in this process, a data element dictionary, similar, and yet with greater expansion to the one developed by the Institutional Research Task Force, should be implemented.

Reports from both Vancouver Community College and external agencies should also be coordinated by this unit.

A planning process, better defined and accessable to all College Departments, should be instituted at Vancouver Community College.

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H. PROPOSED DATA ELEMENT DICTIONARY

Following is the outline of a proposed data element dictionary for V.C.C. Included are the data elements collected by the Task Force. Not included is the computerized section of the proposed dictionary which consists of a separate page for each data element. Because of its volume it is a separate report.

V.C.C. Data Element Dictionary

Table of Contents

Introduction	Purpose and use of the dictionary
I	Instructional offerings Data Elements
II	Student data elements

Future Chapters

Facilities data elements

Finance data elements

Personnel data elements

Chapter I

DATA ELEMENTS PERTAINING TO INSTRUCTIONAL OFFERINGS

1. Dictionary Organization and Format

This section of the Data Element Dictionary contains the data elements pertaining to the College's instructional offerings. Not all of the elements are used by each campus. Some elements apply only to vocational courses, and others to continuous entry programs. Some elements are not in use yet although their uses and format are planned. Several definitions seem redundant, because they are not used or planned for use at the same campuses. In due course the number of redundancies will be reduced. Some redundancies may remain if they make statistical processing more efficient.

V.C.C. DATA ELEMENT DICTIONARY

INTRODUCTION

Purpose and use of the Dictionary

This dictionary is designed to be the centralized index of definitions of data elements used in V.C.C.

If a new element is required, it can be added to the dictionary by contacting the V.C.C. Institutional Analysis and Planning Office and supplying it with the necessary information about the new data element. If an element definition already exists, and is used in another area of the College, the existing definition should be used where at all possible.

1.2 STRUCTURE OF EDUCATIONAL OFFERINGS

1.2.1 Hierarchy of offerings

Instructional offerings at V.C.C. follow the hierarchy

1. Program
2. Course
3. Class Index or Section No.

These offerings are often grouped into term or levels for purposes of reporting Grade Point Averages (G.P.A.'s) etc.

1.2.2. Definitions

a) PROGRAM

An area of study which when satisfactorily completed qualifies a student to receive a diploma or certificate.

Examples of programs are:

Graphic Arts

Power Engineering

BTSD

ELT

Data Processing

Arts and Science

Welfare Aide

b) COURSE

A set of classes at a particular level at which a specific subject matter is taught. A program may encompass many classes. Some programs may not use the course structure.

Examples of courses are:

Biology 115

Biology 215

English 031

English 041

Sales Management 1000

c) SECTION OR CLASS (these two terms are synonymous)

A course offering with specific meeting times and instructors. There may be one or more classes or sections of a particular course or program.

Examples of section or class are:

Graphic Arts, Program 13211, Class 4;

Auto Mechanic, Program 13711, Class 1;

Physics 115, Section 1

Physics 115, Section 2

1.2.3 Summary

To describe a unit of instructional offering for which a grade or measure of completion is to be recorded or for which enrolment is to be counted, one needs to know:

1. Program number
2. Course number
3. Section or Class number

In some situations, the Program will not be broken down into courses. Then one needs only:

1. Program number
2. Section or Class number

1.3 DATA ELEMENTS

1.3.1 Introduction

Elements of data which <u>might</u> be required to describe a program, course or section, are detailed as follows. Points to note are:

1. Not all data elements have to be used. The institution may choose any or all of the elements. Some elements are a must, e.g. identifiers, while others apply only to one campus.

2. There is a duplication of some elements. For example, both courses and sections have contact hour elements. Working in a hierarchical order, the lowest level (section before course

before program) has priority in assigning the value. A course may have a certain contact hours value. Several sections of that course may not assign values to the contact hours element. They will automatically take the value assigned to the course. However, some sections may be offered with a different contact hour value. This value, assigned at the section level, would override the assignment at the course level. In a similar fashion, the student stop-date element overrides the class stop-date, if the student withdraws before the class ends.

1.3.2 Program Data Elements

Element No.	Mnemonic	Element Name
1000	PROGNO	Program Number 5 digit provincial code 2 digit V.C.C. code
1001	PROGNAME	Program Name The name given to this program by the Provincial Government
1002	PROGVCC	Program Name - V.C.C. The name given to the program by V.C.C.
1003	PROGREQS	Diploma Requirements, Courses Course codes of all compulsory courses.
1004	PROGCRED	Diploma Requirements, Credits

Element No.	Mnemonic	Element Name
1005	PROGCAP	Program Capacity
1006	PROGNPRE	Number Enrolled (at end of previous month)
1008	PROGTPRE	Training Days at end of previous month

1.3.3. Course - Data Elements

1100 CRSORGU Organizational Unit

The organizational division that has fiscal, programmatic and administrative responsibility for the course.

1101 CRSDISC Discipline

A subject field of teaching, learning or training

1102 CRSNO Course Number

The official number that uniquely identifies a course

1103 CRSTITLE Course Title

The official name for a course

1104 CRSDESC Course Description

The official description of a course

1105 CRSLEVEL Course Level

The institutional categorization for the level of offering of a specific course.

Element No.	Mnemonic	Element Name
1006	CRSPROG	Program Identifier Program to which this course belongs
1107	CRSCREDS	Course Credits The numerical credit value offered for a course
1108	CRSCONTH	Course Contact Hours The number of hours this course is scheduled to meet within a specified time period
1109	CRSDUR	Course Duration The period of time during which the course is usually scheduled
1110	CRSSTART	Start Date The date (YYMMDD) that the course starts
1111	CRSSTOP	Stop Date The date that the course stops
1112	CRSFACH	Faculty Contact Hours
1113	CRSSCH	Student Contact Hours
1114	CRSGRDS	Grading System The manner for evaluating a student's achievement
1115	CRSFEE	Course Fee

Element No.	Mnemonic	Element Name
1116	CRSFEECD	Course Fee Code Code for additional course fees
1117	CRSFEE2 (occurs 4X)	Extra Course Fee Amount of additional fee
1118	CRSFACIL	Special Facilities Requirement Audio tutorial lab., physics lab. ...
1119	CRSENTRY	Enrolment Entry Code Course open to specified students only
1120	CRSMAX	Student - Maximum The maximum number of students who could be seated in the course
1121	CRSREGS	Student - Registrants The number of students who registered in the course
1122	CRSENROL	Students - Enrolled The number of students who are enrolled in the course
1123	CRSNARR	Course Narrative A brief description of the course
1124	CRSCONC	Concurrent Courses Courses that must be taken concurrent to this one, e.g. labs for lectures or lectures for labs

Element No.	Mnemonic	Element Name
1125	CRSOFF	Currently offered flag
		Indication of whether a course is being offered currently
1126	CRSPREQ	Prerequisite Courses, Course Codes
1128	CRSPROGN	Course, Registrant breakdown by Program
		The number of students registered by the program in which they are registered

1.3.4 Section Data Elements

1200	SECTION	Section Identifier
		A two digit code, allowing 99 sections per course
1201	SECDAYS	Meeting Days
		The days of the week when the class meets
1202	SECROOM	Meeting Place
		The institution's identification of a meeting place, building number - room number. If the classes meet in different rooms on different days of the week, there must be a separate entry for each meeting day
1203	SECTIM1	Meeting Time - Beginning
		The time of day the section commences, in 24-hour clock time. If the beginning meeting time for each meeting day is not the same, there must be an entry for each meeting day. This data element may be omitted for those sections that are unscheduled

Element No.	Mnemonic	Element Name
1204	SECTIM2	Meeting Time - Ending The time of day that the section ends, in 24-hour clock time. If the ending time for each meeting day is not the same, there must be an entry for each meeting day.
1205	SECMOS	Method of Instruction The manner in which instruction is conducted, e.g. lecture, lab, discussion, seminar, independent study, tutorial programmed instruction ...
1206	SECCH	Contact Hours The number of hours this section is scheduled to meet within a specified time period
1207	SECFCH	Faculty Contact Hours The scheduled number of hours of instructional faculty time spent in contact with a section for a scheduled period of time
1208	SECJOFF	Joint Offering Identifier Number of faculty involved in offering this particular section
1209	SECFAC (occurs twice)	Instructor Identifier Institutions identifier for an instructor, e.g. SIN
1210	SECFPER (occurs twice)	Instructor's Name

Element No.	Mnemonic	Element Name
1211	SECFPER	Percentage
	(occurs twice)	Percentage of the faculty contact hours in which the instructor is involved. If not specified, this will be assumed to be 100%
1212	SECSTUD	Students - Maximum
		The maximum number of students that a specific section can handle
1213	SECREGS	Student - Registrations
		The number of students that registered for the class or section
1214	SECENROL	Students - Actual
		The actual number of students enrolled in the section at a particular time
1215	SECPROG	Program Supporting
	(occurs ten times)	The V.C.C.'s program code that this course supports. The degree to which a program is supported is determined by the number of students in that program who are in the class. Using a percentage, the cost of instruction can then be allocated to individual programs.
1216	SECPROGN	Section Breakdown by Program
		Number of students, by program
1217	SECSTART	Start Date
		The calendar date when the section starts

Element No.	Mnemonic	Element Name
1218	SECSTOP	Stop Date The calendar date when the section stops. If a student withdraws before this date, the student's withdrawal date will be recorded.
1219	SECRAC	RAC Number Used when the section is being funded on an RAC basis
1220	SECINTAK	Intake Type Fixed or continuous intake
1221	SECVOCT	Vocational Type Pre-employment...
1222	SECDUR	Duration The period of time during which the section is scheduled
1223	SECNOS	Number of Sessions The number of sessions for a specific class
1224	SECNARR	Narrative A brief narrative describing instructor's instructional approach

Chapter II

DATA ELEMENTS PERTAINING TO STUDENTS

2.1 Dictionary Organization and Format

This section of the Data Element Dictionary contains data elements pertaining to College students, where a student is defined as an individual who has applied for admission, or is registered, or has been registered at the College. The data element in most cases can be assigned to specific categories: demographical and biographical data, previous educational experience data, and data that are valid for the current period of studies.

Because the needs and characteristics of College offerings vary so much, many of the data elements are not used for all students. Some elements are collected for vocational students to meet vocational reporting requirements. Other elements are necessary because of the style of course the student is taking, e.g. semester based, continuous entry etc. Still other elements seem redundant. In such cases it will be found that the redundant elements are not stored for the same student, but reflect the different ways that the campuses have met their reporting requirements in the past. Finally, some elements are not in use at all, but are planned for future use. Their inclusion in the data element dictionary is the first step of their anticipated implementation.

Element No.	Mnemonic	Element Name
5001	SURNAME	Student surname
5002	GIVENAME	Student given name
5003	REGNO	Student registration number
5004	SIN	Social insurance number
5005	SEX	Sex
5006	BIRTHDAT	Birthdate
5007	CITZTYPE	Students citizenship type
5008	COUNTRYB	Country of birth
5009	LANGFIRS	First language
5010	LANDIMMG	Landed immigrant number
5011	NAMFORMR	Former name
5012	ADDRESS	Address-current
5013	ADDPERM	Address-permanent
5014	PHONENO	Telephone number
5015	PHONEPER	Home or permanent phone number
5016	EMERGNAME	Emergency contact name
5017	EMERGADD	Emergency contact address
5018	EMERGTEL	Emergency contact telephone
5019	EMERGREL	Emergency contact, relationship
5020	YEARSSCL	Years attended school
5021	LASTSECS	Last secondary school if in B.C.
5022	SSDISTRC	Secondary school district code if in B.C.
5023	LASTEDLC	Location of last educational institution

Element No.	Mnemonic	Element Name
5024	LASTTYPE	Type of last educational institution
5025	YRLASTSS	Year last attended secondary school
5026	YRLASTUN	Year last attended university
5027	UNIVCODE	Code of last university attended
5028	UNIVLOCC	Location code for last university, college
5029	SSGRADE	Secondary school grade last completed
5030	HSCOURSE	Secondary school course code for a particular course taken
5040	HSGRADE	Secondary school grade for course
5041	APPDATE	Application date
5042	APPROGR	Program applied for
5043	PREREQS	Prerequisite standing
5044	SUITABLE	Suitability for program code
5045	INTDATE	Interview date
5046	COUNSELR	Counsellor for student
5047	STATUS	Application status code
5048	AWARECD	Awareness of program code
5049	ASSESSCD	Assessment code
5050	ASSESDAT	Assessment date
5051	ASSMARK	Assessment mark
5052	ASSREF	Assessment reference
5053	FIRSTADM	Category of first admission
5054	DEFICIEN	College deficiency
5055	EQUIVCRS	Equivalent course V.C.C. advance credit

Element No.	Mnemonic	Element Name
5056	CREDITVC	Credit hours, advance credit
5057	INTENTIM	Length of time student intends to enrol
5058	REGDATE	Registration date
5059	INTENT	Program intent
5060	CLEARANC	Clearance code
5061	CLEARSTA	Clearance status
5062	DEFTERM	Term completed deficiency
5063	DEANSTER	Term reclassified to Deans Admission
5064	FEESCODE	Feecode for a particular fee
5065	FEESAMNT	Fees amount for a particular fee code
5066	FEESPAID	Fees paid to date for a particular fee
5067	FEESTOTL	Fees, total to be paid
5068	FEESTOPD	Fees, total paid
5069	CERTIFIC	Certificate/Diploma obtained
5070	CERTDATE	Certificate/Diploma date
5071	PROGRAM	Program in which enrolled
5072	PROGDATE	Program enrolment date
5073	CRSNO	Course number of course taken by student
5074	TITLE	Course title of course taken by student
5075	SECTION	Course section of course taken by student
5076	CRSCERT	Course certificate/diploma relationship
5077	GRADE	Course grade or mark
5078	WITHCODE	Withdrawal code

Element No.	Mnemonic	Element Name
5079	WITHDATE	Withdrawal date
5080	STARTDAT	Start date of student in course
5081	STOPDATE	Stop date of student in course
5082	GPA	Grade point average
5083	GPACUM	Cumulative GPA
5084	COMMENTS	Comments about student progress
5085	MARKSFG	Marks flag, sent to which address
5086	DIRECTRY	Student exclusion from directory
5087	DEPOSIT	Deposit code
5088	DEPAMNT	Deposit amount
5089	ATTPTD	Attendance - Program to date
5090	ATTMO	Attendance in current month
5091	ABSDAYS	Number of Consecutive days absent
5092	LEVEL	Level student is at in program

APPENDIX I

"A Planning Process for Vancouver Community College"
A.S. Manera, 1978

A PLANNING PROCESS FOR VANCOUVER COMMUNITY COLLEGE

A planning process is being initiated which will lead to the development of goals and objectives for Vancouver Community College.

Much work has already been done at the College (Scope, Objectives and Planning) and within the Ministry of Education along these lines. It is important that we build upon these efforts, and that there be participation from a wide cross-section of the College community. The planning process, in addition to being useful on its own merits, should enable us to articulate our mission in a way that will create a greater degree of public awareness and support for the work of the College.

The College Administrative Board will act as a steering committee, to set the broad parameters of the exercise and the format for the actual Plan document, which will cover a five year period. The five year plan will be submitted to the College Council and the Ministry of Education when completed, however, early Ministry and Council involvement will be sought through interaction with the various task forces.

The task of establishing goals and objectives cannot be effectively carried out without the collection of a great deal of information related to the work of the College. This information can be broadly classified as follows:-

(a) Description of the population currently being served by Vancouver Community College (Institutional Research);

(b) Description of the population whose educational/ training needs can best be met by Vancouver Community College in the future (Market Research);

(c) Perceptions of services, roles and quality of courses and programs offered by Vancouver Community College (Evaluation).

In order to carry out these tasks, three task forces will be established, with objectives and composition as attached. The College Principal will be an ex-officio member of each task force (although he will not be able to attend all meetings). College Council members may wish to identify with one of the task forces and attend some of its meetings. The Chairman of each task force will be:-

Institutional Research	- J. L. McInnis
Market Research	- J. J. Denholm
Evaluation	- H. E. Pankratz

Objectives for each task force are more suggestive than prescriptive. Each task force should review and amend, as required.

Target date for completion of the work of each task force is December 31st, 1978. A subsequent phase will be the analysis of the information gathered by the three task forces and development of college goals and objectives, to be completed by May 1st, 1979.

Some Secretarial assistance for the work of each task force may be available from the Bursar's Division. An individual resource person who can assist each task force in carrying out its work will also be named. A modest budget for additional expenditures may be submitted to the Bursar within one month of the establishment of each task force.

The success of this exercise will depend to a large extent on the degree of involvement of the total College community. Individuals named to serve on each task force should have an interest in the pertinent area and be prepared to contribute time to the work of the group. There should be a start before summer, with activity intensifying in the Fall.

Attachments: Objectives)
Composition) for each task force

ASM/11

May 29th, 1978

INSTITUTIONAL RESEARCH TASK FORCE

Objectives

(1) To review existing systems and procedures within the College for the collection of student data;

(2) To determine student data required for reporting and planning purposes;

(3) To modify and expand, where required, existing systems and procedures to satisfy the requirements in (2);

(4) To determine what additional data is required for planning purposes and lends itself to systematic collection;

(5) To develop/modify systems and procedures to satisfy the requirements in (4).

Notes

Possible items for consideration under :-

2) (a) age, educational/work background, place of residence at time of admission;

(b) status at various intervals subsequent to admission (attending full-time, attending part-time, withdrawn, transferred to another institution, employed, looking for work, etc.);

4) space utilization, faculty loading, library/A. V. utilization, etc.

continued/....

EVALUATION TASK FORCE

Objectives

(1) To carry out a total College evaluation, utilizing either the model already implemented in B. C., or some other model, appropriately modified to suit the specific nature of Vancouver Community College;

(2) To develop evaluation processes of an on-going nature that will make a useful contribution towards the pursuit of excellence in education and the planning function; existing processes should be reviewed and modified where necessary.

Notes

Possible items for consideration under (2) include program evaluation in terms of student achievement (further education, employment), as well as course, services and similar types of evaluations.

Composition

MARKET RESEARCH TASK FORCE

Objectives

(1) To determine nature of student body currently served by College (age, educational/work background, place of residence, educational/employment goal, at time of admission);

(2) To estimate shifts in characteristics of student population, as described in (1) over the next five years;

(3) To identify potential student market, in broad categories over the next five years.

Notes

There should be close liaison regarding objective (1) with the Institutional Research task force, whose work should ultimately lead to the production of the required data.

Composition

Appendix 2 (containing Institutional Research Questionnaire Numeric Results) and Appendix 3 (containing Institutional Research Questionnaire Narrative Results) were deleted due to irreproducibility.

APPENDIX 4

Institutional Research Questionnaire

INSTITUTIONAL RESEARCH TASK FORCE

The Objective of the Task Force is to determine whether or not an extended institutional research capability will improve the quality of decision-making in a planning context at Vancouver Community College.

One can Define "Institutional Research" generally as a data collection, processing, analysis and interpretation process designed to support institutional decision-making for the purpose of improving upon the understanding, planning and operation of an institution of higher education.

Method: the Task Force will examine perceptions of College employees regarding their understanding of the planning and operation process of Vancouver Community College. This will be accomplished by means of examining the effectiveness of:

a) Existing data;

b) Present College data collection procedures;

c) Present methods of both the analysis and reporting of data collected;

d) Existing procedures in support of the interpretation of information reports;

e) The integration of information into the College-wide planning and decision-making process.

We are asking you to complete this questionnaire to assist this study. You will NOT BE PERSONALLY IDENTIFIED with the results of the questionnaire. However, it would be of assistance to us to know your campus.

College Campus: _____

Department or Teaching Area:

_____

1978.11.17

INSTITUTIONAL RESEARCH TASK FORCE

I. Please Rate the Following:

Rating Scale:

Existing Situation	Importance
1. Major improvement needed	1. Highest Priority
2. Some improvement needed	2. Medium Priority
3. Very little improvement needed	3. Low Priority
4. No improvement needed	4. No Priority: Ignore
5. Currently not being done	5. Don't know
6. Don't know	
7. Not applicable	

1.1 Student Services	Existing Situation	Importance
a) Enrolment forecasting capabilities: e.g. who are our future students, when will they be able to attend, what subjects will they want? ...	☐	☐
Suggestions:		
b) Career, Vocational and Academic counselling.	☐	☐
Suggestions:		

Existing Situation	Importance
1. Major improvement needed	1. Highest Priority
2. Some improvement needed	2. Medium Priority
3. Very little improvement needed	3. Low Priority
4. No improvement needed	4. No Priority: Ignore
5. Currently not being done	5. Don't know
6. Don't know	
7. Not applicable	

1.1.Student Services

	Existing Situation	Importance
c) Registration procedure Suggestions:	☐	☐
d) Student statistics: e.g. relevant data collected, ... Suggestions:	☐	☐
e) Pre-testing and assessments Suggestions:	☐	☐
f) Withdrawal and attrition studies, e.g. why do students leave early? ... Suggestions:	☐	☐

Existing Situation	Importance
1. Major improvement needed	1. Highest Priority
2. Some improvement needed	2. Medium Priority
3. Very little improvement needed	3. Low Priority
4. No improvement needed	4. No Priority: Ignore
5. Currently not being done	5. Don't know
6. Don't know	
7. Not applicable	

1.1.Student Services	Existing Situation	Importance
g) Graduate follow-up Suggestions:	☐	☐
h) Student Services: Additional concerns, e.g. special counselling, tutorial assistance, ...	☐	☐
	☐	☐
	☐	☐

Existing Situation	Importance
1. Major improvement needed	1. Highest Priority
2. Some improvement needed	2. Medium Priority
3. Very little improvement needed	3. Low Priority
4. No improvement needed	4. No Priority: Ignore
5. Currently not being done	5. Don't know
6. Don't know	
7. Not applicable	

1.2 Financial	Existing Situation	Importance
a) Reports of Expenditures: are they understandable, timely, useful? ...	☐	☐
Suggestions:		
b) Equipment Inventory Reports: e.g. would it be useful to know what equipment the department has, how old it is, what is the replacement cost?	☐	☐
Suggestions:		
c) Operating Budget preparation: enough involvement related to College plans? ...	☐	☐
Suggestions:		

Existing Situation	Importance
1. Major improvement needed	1. Highest Priority
2. Some improvement needed	2. Medium Priority
3. Very little improvement needed	3. Low Priority
4. No improvement needed	4. No Priority: Ignore
5. Currently not being done	5. Don't know
6. Don't know	
7. Not applicable	

1.2 Financial	Existing Situation	Importance
d) Capital Budget preparation: e.g. sufficient involvement, forecasting inevitable replacement or purchase of expensive equipment? ...	☐	☐
Suggestions:		
e) Financial: Additional concerns:	☐	☐
	☐	☐
	☐	☐

Existing Situation	Importance
1. Major improvement needed	1. Highest Priority
2. Some improvement needed	2. Medium Priority
3. Very little improvement needed	3. Low Priority
4. No improvement needed	4. No Priority: Ignore
5. Currently not being done	5. Don't know
6. Don't know	
7. Not applicable	

1.3 Facilities

	Existing Situation	Importance
a) Classroom utilization: e.g. are rooms used appropriately? ...	☐	☐
Suggestions:		
b) Classroom scheduling: e.g. is it flexible? ...	☐	☐
Suggestions:		
c) Space forecasting: are you involved? ...	☐	☐
Suggestions:		
d) Space inventory: classroom inventory	☐	☐
Suggestions:		

Existing Situation	Importance
1. Major improvement needed	1. Highest Priority
2. Some improvement needed	2. Medium Priority
3. Very little improvement needed	3. Low Priority
4. No improvement needed	4. No Priority: Ignore
5. Currently not being done	5. Don't know
6. Don't know	
7. Not applicable	

1.3 Facilities	Existing Situation	Importance
e) Facilities: Additional concerns	☐	☐
	☐	☐
	☐	☐

Existing Situation	Importance
1. Major improvement needed	1. Highest Priority
2. Some improvement needed	2. Medium Priority
3. Very little improvement needed	3. Low Priority
4. No improvement needed	4. No Priority: Ignore
5. Currently not being done	5. Don't know
6. Don't know	
7. Not applicable	

1.4 Personnel	Existing Situation	Importance
a) Vacation reporting and scheduling	☐	☐
Suggestions:		
b) Employee/faculty recruitment	☐	☐
Suggestions:		
c) Employee/faculty voluntary training and career development	☐	☐
Suggestions:		
d) Staff evaluation	☐	☐
Suggestions:		

Existing Situation	Importance
1. Major improvement needed	1. Highest Priority
2. Some improvement needed	2. Medium Priority
3. Very little improvement needed	3. Low Priority
4. No improvement needed	4. No Priority: Ignore
5. Currently not being done	5. Don't know
6. Don't know	
7. Not applicable	

1.4 Personnel	Existing Situation	Importance
e) Resource personnel availability	☐	☐
Suggestions:		
f) Personnel: Additional concerns	☐	☐
	☐	☐
	☐	☐

Existing Situation	Importance
1. Major improvement needed	1. Highest Priority
2. Some improvement needed	2. Medium Priority
3. Very little improvement needed	3. Low Priority
4. No improvement needed	4. No Priority: Ignore
5. Currently not being done	5. Don't know
6. Don't know	
7. Not applicable	

1.5 Community	Existing Situation	Importance
a) Job market analysis	☐	☐
Suggestions:		
b) Public Relations and Advertising	☐	☐
Suggestions:		
c) Community: Additional concerns	☐	☐
	☐	☐

II. Can you think of any new reports or revisions to existing reports which you would like to have to assist you in your planning.

Example:

a) A report of the ABC assessment test for each student. This report will accompany the first class lists;

b) A report of the employment histories of graduates of Program 123;

c) Enrolment forecasts of students entering Academic courses.

III. What is your opinion of the existing planning and analysis as currently done at V.C.C.? In what way do you think it could be improved? e.g.

a) Should information be available to all employees of the College?

b) Should there be a more structured planning process?

IV. If you would like, please write a brief scenario, preferably in point form, of what you think V.C.C. should look like in five years' time. Include educational offerings, structure of offerings, characteristics of students, management structure of the College, etc..

APPENDIX 5

Evaluation Task Force Questionnaire Planning Correlations

5.a Administrators

INSTITUTIONAL EVALUATION, VCC 1979, ADMINISTRATORS
04/10/79

CORRELATION OF SHORT RANGE PLANS

* * C R O S S T A B U L A T I O N O F * * * * * * * * * * * *

Q32 SHORT RANGE PLANS BY Q33 LONG RANGE PLANS

* *

Q32 SHORT	Q33 LONG 1. NO IMPROVEMENT	2. LITTLE IMPRVEMNT	3. SOME IMPROVEMNT	4. MAJOR IMPROVMENT	ROW TOTAL
1. NO IMPROVEMENT	1	0	1	1	3
	33.3	0.0	33.3	33.3	8.6
	100.0	0.0	8.3	5.3	
	2.9	0.0	2.9	2.9	
2. LITTLE IMPRVEMNT	0	2	4	2	8
	0.0	25.0	50.0	25.0	22.9
	0.0	66.7	33.3	10.5	
	0.0	5.7	11.4	5.7	
3. SOME IMPROVEMNT	0	1	7	9	17
	0.0	5.9	41.2	52.9	48.6
	0.0	33.3	58.3	47.4	
	0.0	2.9	20.0	25.7	
4. MAJOR IMPROVMENT	0	0	0	7	7
	0.0	0.0	0.0	100.0	20.0
	0.0	0.0	0.0	36.8	
	0.0	0.0	0.0	20.0	
COLUMN TOTAL	1	3	12	19	35
	2.9	8.6	34.3	54.3	100.0

CHI SQUARE = 21.60558 WITH 9 DEGREES OF FREEDOM, SIGNIFICANCE = 0.0102
CRAMER'S V = 0.45362
CONTINGENCY COEFFICIENT = 0.61781
NUMBER OF MISSING OBSERVATIONS = 2

5.b Faculty

INSTITUTIONAL EVALUATION, VCC 1979, FACULTY QUESTIONAIRE
04/10/79

FACULTY QUESTIONAIRE

* * C R O S S T A B U L A T I O N O F :

Q105 SHORT RANGE PLANS BY Q106 LONG RANGE PLANS

* *

	Q106 LONG				
COUNT / ROW PCT / COL PCT / TOT PCT	1. NO IMPROVEMENT	2. LITTLE IMPROVEMNT	3. SOME IMPROVEMNT	4. MAJOR IMPROVMENT	ROW TOTAL
Q105 SHORT					
1. NO IMPROVEMENT	1	1	0	0	2
	50.0	50.0	0.0	0.0	6.1
	33.3	5.3	0.0	0.0	
	3.0	3.0	0.0	0.0	
2. LITTLE IMPROVMENT	2	12	4	0	18
	11.1	66.7	22.2	0.0	54.5
	66.7	63.2	44.4	0.0	
	6.1	36.4	12.1	0.0	
3. SOME IMPROVMENT	0	5	3	1	9
	0.0	55.6	33.3	11.1	27.3
	0.0	26.3	33.3	50.0	
	0.0	15.2	9.1	3.0	
4. MAJOR IMPROVMENT	0	1	2	1	4
	0.0	25.0	50.0	25.0	12.1
	0.0	5.3	22.2	50.0	
	0.0	3.0	6.1	3.0	
COLUMN TOTAL	3	19	9	2	33
	9.1	57.6	27.3	6.1	100.0

CHI SQUARE = 11.51729 WITH 9 DEGREES OF FREEDOM, SIGNIFICANCE = 0.2419
CRAMER'S V = 0.34108
CONTINGENCY COEFFICIENT = 0.50864
NUMBER OF MISSING OBSERVATIONS = 4
INSTITUTIONAL EVALUATION, VCC 1979, FACULTY QUESTIONAIRE

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